

Childminder Report

Inspection date

16 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder and her assistant work well together. They organise themselves effectively to ensure they meet children's physical and emotional needs well.
- The childminder provides good support for her assistant so that she understands her role and responsibilities. They evaluate their practice together well, seek parents' feedback and discuss even better ways of working.
- Children are happy, settled and behave well. They share, are kind to each other and make strong progress in their personal, social and emotional development.
- Children develop good practices to keep themselves safe and healthy. For example, they wear hats and sunscreen, and drink plenty of water, to help protect them in hot weather.
- Children develop a positive awareness of people's differences. They enjoy a wide range of resources and activities that help them learn about the wider world.
- The childminder and her assistant make good observations of children's development. They use the information well to plan activities and experiences to help children in their next stages of learning. Children are confident to learn through exploration and discovery. They make good progress from their starting points.

It is not yet outstanding because:

- The childminder and her assistant do not always give children enough time to think and respond to questions.
- The childminder misses some opportunities for children to count and recognise shapes.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- give children more time to think and respond to questions
- support children more to count and learn about shapes.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with the childminder and her assistant, and carried out a joint observation with the childminder.
- The inspector took account of the childminder's systems of self-evaluation and written feedback from parents.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out good risk assessments to help her keep children safe while encouraging their independence. The childminder and her assistant have a strong understanding of how to protect children from harm and the procedures to follow should they have a safeguarding concern. They keep up to date effectively with changes that develop their skills and knowledge, and provide good outcomes for children. The childminder has effective systems to share information with parents about children's routines and learning. They work together well to consistently meet children's welfare and learning needs. The childminder keeps good records of children's overall development, which enables her to quickly identify any gaps and plan to help children achieve.

Quality of teaching, learning and assessment is good

The childminder plans activities using children's interests, which motivates them to learn. For example, after a trip to the beach, the childminder helped the children to make marks in wet and dry sand. They looked at photographs of themselves and recalled the shells they found and the things they did. The childminder supports children's language skills well. She engages them in talking about their experiences. The childminder helps younger children to safely explore and gain confidence in standing and walking. For example, she supervises them standing at a tray to explore foam. The childminder and her assistant join in with children's games, supporting them well. They help children to develop their imagination as they pretend to cook and take on familiar roles.

Personal development, behaviour and welfare are good

The childminder organises her premises well to give children ample space to play with the wide selection of resources. Children access the labelled, low-level toys, making independent choices and leading their play. Children help to tidy up and know where the resources belong, so they can find them next time. The childminder and her assistant follow good hygiene procedures to protect younger children's health when changing nappies. They engage the children well, so they are happy and cooperate well. The childminder and her assistant provide good role models, with a positive attitude. Young children feel secure. They happily go off to sleep and wake up refreshed ready to play again.

Outcomes for children are good

Children develop effective skills in their key areas of development. This prepares them really well for their next stage of development and school. For example, children communicate confidently. They listen to sounds in the environment, and use words and actions to describe what they can hear. Children become independent. They manage age-appropriate tasks and take care of their own needs. Children concentrate fully when listening to stories and enjoy using books. They have fun and enjoy learning.

Setting details

Unique reference number	EY484935
Local authority	North Somerset
Inspection number	1003545
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in the village quarter of Portishead, near Bristol. She works with an assistant and they provide care all year from Monday to Wednesday, including before and after school and pre-school. The childminder holds an early years qualification at level 3.

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